

## WHITMIRE COMMUNITY HIGH

2597 Hwy. 66  
Whitmire, S.C. 29178

**GRADES** 6-12 Middle School

**ENROLLMENT** 274 Students

**PRINCIPAL** Jim C. Suber, Jr. 803-694-3400

**SUPERINTENDENT** Dr. V. Keith Callicutt 803-321-2600

**BOARD CHAIR** Mr. Lee Attaway 803-945-7083

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**BELOW AVERAGE**

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	16	23	4	0

#### IMPROVEMENT RATING:

**BELOW AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**YES**

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Below Average	Unsatisfactory	N/A
<b>2002</b>	Average	Below Average	N/A
<b>2003</b>	Average	Unsatisfactory	No
<b>2004</b>	Below Average	Below Average	Yes

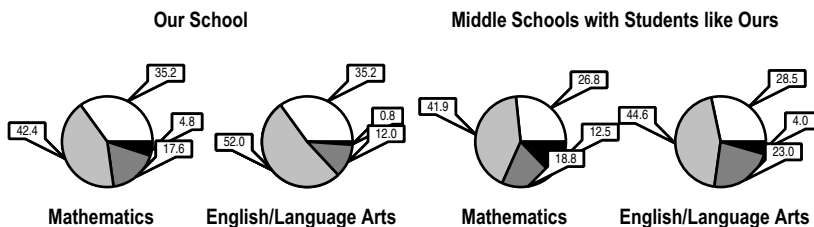
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

99.2%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Gender									
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
African-American	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disability Status									
Not Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Socio-Economic Status									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Full-pay meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		

Mathematics - State Performance Objective = 15.5%									
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Gender									
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disability Status									
Not Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Socio-Economic Status									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Full-pay meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>							
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	43	100.0	32.4	54.1	10.8	2.7
	Grade 8	39	89.7	38.2	44.1	17.6	N/A
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	46	100.0	45.5	45.5	9.1	N/A
	Grade 7	43	100.0	39.5	48.8	9.3	2.3
	Grade 8	40	100.0	20.5	61.5	17.9	N/A

<b>Mathematics</b>							
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	43	100.0	35.1	43.2	18.9	2.7
	Grade 8	39	100.0	27.0	54.1	18.9	N/A
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	46	100.0	27.3	40.9	22.7	9.1
	Grade 7	43	100.0	44.2	34.9	16.3	4.7
	Grade 8	40	100.0	35.9	51.3	12.8	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 274)				
Students enrolled in high school credit courses (grades 7 & 8)	4.5%	Down from 7.4%	14.6%	14.6%
Retention rate	6.0%	N/A	3.1%	3.0%
Attendance rate	95.2%	Up from 94.1%	95.8%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.5%		5.6%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.8%		5.2%	5.3%
Eligible for gifted and talented	13.0%	Down from 13.6%	17.4%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.6%	Down from 12.8%	14.6%	13.9%
Older than usual for grade	7.7%	Down from 8.3%	3.6%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.8%	Up from 1.4%	0.9%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 19)				
Teachers with advanced degrees	47.4%	Up from 25.0%	48.3%	48.7%
Continuing contract teachers	84.2%	Down from 85.0%	85.2%	81.7%
Highly qualified teachers**	93.8%	N/A	90.2%	90.4%
Teachers with emergency or provisional certificates	5.6%		4.2%	5.3%
Teachers returning from previous year	79.3%	Down from 86.8%	87.8%	85.1%
Teacher attendance rate	94.8%	N/R	94.8%	94.8%
Average teacher salary	\$36,958	Up 10.1%	\$41,023	\$40,566
Prof. development days/teacher	14.3 days	Up from 13.2 days	10.9 days	11.0 days
School				
Principal's years at school	2.5	Up from 1.5	4.0	3.3
Student-teacher ratio in core subjects	20.7 to 1	Up from 18.3 to 1	22.6 to 1	21.3 to 1
Prime instructional time	87.0%	N/R	89.5%	89.3%
Dollars spent per pupil*	\$8,482	Up 20.0%	\$5,655	\$5,821
Percent of expenditures for teacher salaries*	53.0%	Down from 55.1%	62.5%	61.8%
Opportunities in the arts	Excellent	Up from Good	Good	Good
Parents attending conferences	99.0%	Down from 99.6%	95.2%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	89.6%		92.0%	
Highly qualified teachers in high poverty schools**	96.4%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		No	

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Whitmire Community School is a newly created PK-12 school located in the School District of Newberry County. We are accredited by the Southern Association of Colleges and Schools. Our inaugural PK-12 year was very successful and rewarding. We are extremely pleased that all of our stakeholders have bonded as ONE to support our educational endeavors as a community school. We added a new eight-classroom addition, which houses our high school core curriculum subjects and state of the art science and computer labs. Various modular classrooms were added to house middle school classes and high school related arts classes.

Our administrators and teachers have attended numerous professional development activities including Compass Learning, Discipline with Dignity, SC Math, SC2 , Writing Improvement Network, ELA Best Practice (SCIRA), SCASA Summer Leadership, and Principal's Induction Program conferences. We also conducted a school-wide book study on BEST PRACTICE "New Standards for Teaching and Learning in American Schools".

We are proud of our high school SAT scores, which improved by 100 points, marking the third consecutive year of SAT gains. The WCS composite score of 1021 was the highest ever for our school. We continue to offer a PK-12 standards based curriculum, which will help us prepare all of our students for future success in life.

Whitmire Community School received over \$340,000 in grants and federal funding during the 2003—2004 school year. We received approximately \$140,000 in Title I funds which fund a PK-4 Kindergarten program, Everyday Math curriculum, Success Maker computer lab, and Accelerated Reader program. We also received a \$250,000 Reading First grant that will be implemented over three years. This literacy grant will allow us to implement scientifically based reading research in the K-3 classroom and provide embedded professional development to ensure that our staff is trained in effective literacy instruction and assessment. The focus will be on five essential components of reading instruction including phonemic awareness, phonics, fluency, vocabulary, and text comprehension. The Reading First grant also funds the addition of a Literacy Coach and a Reading Recovery teacher for our school.

We are proud that our school continues to be a source of pride for the Whitmire area. As we continue to strive for academic excellence in our new environment, we proudly do so as One Community, One School, One Mission.

Jim C. Suber, Jr., Principal

John Roche, Jr., SIC Chairman

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	21	33	13
Percent satisfied with learning environment	95.2%	84.4%	100.0%
Percent satisfied with social and physical environment	100.0%	78.8%	84.6%
Percent satisfied with home-school relations	81.0%	90.9%	91.7%

\*Only students at the highest middle school grade level at this school and their parents were included.